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ABSTRACT

The guide is intended to serve as a basic information resource to the principal and/or classroom teacher pertaining to the nature of the bright and gifted student. Chapter I focuses on general considerations for gifted children with sections on the history of gifted education, definition and identification of the gifted, programs for the gifted, and characteristics of the gifted. Chapter II examines organizational practices for the gifted student. Specific alternatives for gifted and talented children are outlined (including special grouping possibilities, enrichment, acceleration and advanced placement, and placement in special settings). Semiseparation and independent study are discussed, and independent work contracts are briefly considered with sample contract forms given. A final chapter offers suggestions for instructional practices which are general in nature and reflect those characteristics of the gifted student which necessitate qualitatively different experiences. (SBH)

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A GUIDE TO EFFECTIVE EDUCATION OF THE CAPABLE STUDENT

ADMINISTRATIVE BULLETIN NO. 8 AUGUST 1977

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BELOIT PUBLIC SCHOOLS

Beloit, Wisconsin

A GUIDE TO EFFECTIVE EDUCATION OF THE CAPABLE STUDENT

Office Of:
Administrative Assistants
July, 1977

FORWARD

This guide is intended to serve as a resource to the principal and/or classroom teacher who is in need of basic information pertaining to the nature of the bright and gifted student, and means by which opportunities to maximize their full potential may be attained.

It has been said, in response to concerns for the gifted, that cream rises to the top regardless of the position of the bottle, i.e., regardless of the organizational pattern or instructional program, the bright and the gifted will emerge, survive, and succeed. This homogenized mentality which treats all children the same will no more allow the gifted to rise to the top than will homogenized milk allow it's cream to rise to the top. Qualitatively different programs are needed which will reflect the needs of all students. Dr. James J. Gallager, in his foreward to Research Summary on Gifted Education said, "Since programs for gifted children are based upon needs of children as individuals, better education results not only for children of high ability, but for children of all abilities."

The ideas set forth in this guide can be implemented in all buildings and in most classrooms without elaborate modification of existing structures.

Ideas set forth in this guide were taken from a variety of sources. Where the source was known, credit has been given. Many of the ideas come from existing practices being used throughout the district and credit is therefore given to the many teachers who already are providing qualitatively different programs for the high ability student.

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CHAPTER I

PROVISIONS FOR GIFTED CHILDREN
GENERAL CONSIDERATIONS

The responsibility of providing for the gifted child has largely been the sole responsibility of the school. Only recently has the public become aware of the problems of educating those of superior ability. An awareness of these problems has been brought to the attention of the public by recent surveys of talent. A recent study of America's resources of talent concludes that "The United States wastes much of it's talent ..... Fewer than half of the 25% of all high school graduates ever earn college degrees; only 6 out of 10 of the top 5 percent do. Society fails to secure the education that would enable them to work at the levels for which they are potentially qualified."

The postwar's expanded economy coupled with an alarming shortage of capable young leaders in the technical fields has aroused interest on the part of the public to the training of this segment of our society. Educational leaders themselves have failed to recognize the importance of the community in identifying and providing for this situation.

A survey addressed to officials of schools, teacher-training colleges, universities, and state departments of education indicated that these persons refer to the problem of educating the gifted child in terms of what the schools can provide. It was recognized that the community was not involved to any great extent but that it should be involved. No case of actual participation by a community was mentioned.

Witty lists reasons why communities have not concerned themselves with the gifted child. Briefly they are:

(1) Failure to recognize the problem and the challenge.

(2) A prevalent attitude that the genius will emerge in spite of difficulties and that adversity stimulates creative activity.

(3) The assumption that one of the community's agencies, the school, is adequate to all that needs to be done.

(4) The varied attitudes toward talented children.

(5) The growing leisure time of children is filled with passive entertainment of a highly synthetic nature.

(6) Special opportunities for creative living are missing in some communities.

(7) The family and community have the initial responsibility of early recognition and provisions of pre-school experiences in creative living.

(8) Opportunities for free choice must be provided for the gifted.

Science has developed an awareness to the need for conservation of our natural resources; in like manner, the conservation of human resources is vital to the continuation of progress.

DeHaan and Havighurst justify society's participation in that society and talented youth have mutual need for each other's services. It is sound economy to utilize investments that are capable of producing good returns. They further mention the following criteria for an effective program utilizing the community:

(1) A good program aims at the discovery and development of a wide variety of abilities.

(2) Provide situations which bring out latent ability.

(3) Motivate the children to a desire for developing their talents.

(4) Provide an effective program for full development of talent.

(5) Physical and social levels of development are essential.

(6) Utilize community resources including physical and human resources.

(7) Educate the parents to their responsibilities in developing their child's abilities.

AN HISTORICAL OVERVIEW

History reveals attempts to segregate and educate individuals for positions of leadership. Alexander the Great is an example of one whose talents were recognized and developed at an early age. Many such cases could be cited where individuals were segregated and their potentials developed. In a study of 50 great persons,

such eminent names as John Stuart Mill, Karl Witte, and Francis Galton emerged, whose superiority was recognized at a very early age. Attempts were made by their parents for special tutoring at home. Thomas Edison and Cardinal Wiseman can be added to that list of individuals who found formal education such as the school provided to be a most unsatisfactory experience.

The periods of the Renaissance, the Reformation, the Industrial Revolution and the Golden Age of Eastern Civilization were the results of early discovery and development of talent. From this early period to the 19th Century, the prevailing political belief that "all men are created equal" tended to minimize the importance of special education.

In 1869, Galton's book, Hereditary Genius was published. Terman believed that this book marked the beginning of an era of strong interest in individual difference. As early as the 1860's, plans had been set up in Elizabeth, N. J. and St. Louis to permit gifted pupils to advance more rapidly through the elementary grades.

In 1901, Worcester, Mass. organized what was probably the first American public school for the gifted. These early plans placed heavy emphasis on acceleration. From 1920 to 1930, the gifted were provided for by acceleration or by enrichment or by a combination of the two. About this same time, there was a growing concern for the emotional and social development of the child. As a result, the emphasis veered away from the idea of acceleration and favored enrichment. Current practices continue to reveal a strong partiality toward enrichment. Passow reports, "Though the growth of interest in the intellectually gifted is indicated in the great volume of books, articles, and newspaper items about the need for locating and providing education for gifted, few schools have adequately met the challenge." In a survey made in 1950, from 288 questionnaires sent, replies were obtained from 258. Two percent reported special provisions in the form of special classes, 9% reported enrichment and 89% reported no provisions.

DEFINITION AND IDENTIFICATION OF THE GIFTED

Many definitions of the term "gifted" have been offered by different authorities. Some authorities interpret it in relation

to I.Q. scores, while others in terms of special talent in any area of learning. Terman identifies "gifted" as being those who achieve a rating of 140 on the Stanford-Binet. Hollingworth would classify as "gifted" those who scored 130 or above. Goddard (World Book, 1928) would include those above 120. Fluctuations in longitudinal I.Q. testing suggests the inadvisability of over-emphasizing the I.Q. in identifying the gifted.

Terman found the following general characteristics of the gifted child: They are generally taller and heavier than their own age group (When placed with their ability group, some will appear smaller because of their chronological age); there is a positive correlation between social adjustment and intelligence.

Emotionally, Hollingworth noted that gifted children rate as well as typical children, and that there are fewer neurotics than among other groups.

The N.S.S.E. points out the fallacy of assuming that the gifted child would become conceited or snobbish, rather he is more likely to develop attitudes that will merit social approval.

PROGRAMS FOR THE GIFTED CHILD

"One of the greatest social wastes in our culture is that presented by the gifted child or the young person who either can not or will not work up to his ability." This statement by J. C. Gowan in Exceptional Children reiterates the seriousness of this social and educational problem.

Enrichment is an educational term which means adapting the learning situation more closely to the level and pattern of abilities of each individual. Effective enrichment consists not in adding more of the same content and activity to the program, but in providing experiences of greater depth and breadth. It becomes more a matter of quality than quantity. Enrichment is not the same thing everywhere for every person, thus it calls for individualized attention.

Acceleration has as its purpose completion of the required courses in shorter time. It has been accomplished through grade-skipping at the elementary level; heavier programs to shorten the time in school at the secondary level, and segregation into fast-moving groups at both levels. The difference between the latter practices and skipping of grades is that the rate of progress is

faster in the special-progress program, while in skipping grades the child moves into a group at a higher level and works at the pace of the new group.

Special grouping is an administrative device which facilitates both enrichment and acceleration. It is defined as separating gifted students for part or all of their educational experience. The usual plan of special grouping is to select those children with high I.Q's and high achievement records and put them together for a special program. Special groups are often established to provide for other artistic abilities.

Klausmeier recommends the following proposals in developing programs for handling the gifted child.

(1) "Develop a systematic, continuous program for the identification and development of any talent any child may possess."

(2) "Admit all children to kindergarten or first grade at about the same chronological age, giving all of them opportunity to profit from such attendance, and making certain that as much attention is given to identifying and providing for the potential high-achievers as to the physical handicapped, mentally retarded, slow learners, and average children."

(3) "Place children, throughout the elementary grades, in classes which have both a range and variety of talents, and group within the class or individualize instruction within the class to meet the needs of all."

(4) "Accelerate during the intermediate grades and junior high school through double promotions only those potential high-achievers whose physical, social and emotional development is in harmony with their intellectual development."

(5) "Encourage the potential high-achievers in the high school to complete the usual requirements for four years in three years, or increase the number of subject-matter areas and emphasize depth of understanding and skills in the areas which the gifted pursue."

(6) "Continue to emphasize general education for effective citizenship for all youth of high school age; and as the size and resources of the high school allow, offer various curriculum patterns which provide for a degree of specialization for the academically gifted and for those with talents in such areas as visual arts, music, dramatics, creative writing, applied arts, and other career areas."

(7) "Re-examine the requirements placed upon the high school graduate for being admitted to the various careers attainable through college education."

(8) "Utilize community resources fully."

(9) "Inform society fully of the loss of the gifted which is occurring at present after high school graduation."

WHO ARE THE GIFTED?

Creative and imaginative people are often not recognized by their contemporaries. In fact often they are not recognized in school by their teachers either. History is full of illustrations to give guidance counselors pause. Consider some of these:

Einstein was four years old before he could speak and seven before he could read. Isaac Newton did poorly in grade school, and Beethoven's music teacher once said of him, "As a composer he is hopeless." When Thomas Edison was a boy, his teachers told him he was too stupid to learn anything. F. W. Woolworth got a job in a dry goods store when he was 21, but his employers would not let him wait on a customer because he "didn't have enough sense." A newspaper editor fired Walt Disney because he had "no good ideas." Caruso's music teacher told him, "You can't sing. You have no voice at all." The director of the Imperial Opera in Vienna told Madam Schumann-Heink that she would never be a singer and advised her to buy a sewing machine. Leo Tolstoy flunked out of college; Wernher Von Braun flunked ninth-grade algebra. Admiral Richard E. Byrd had been retired from the Navy as "unfit for service" until he flew over both Poles. Louis Pasteur was rated as "mediocre" in chemistry when he attended the Royal College. Abraham Lincoln entered the Black Hawk War as a captain and came out as a private. Louisa May Alcott

was told by an editor that she could never write anything that has popular appeal. Fred Waring was once rejected for high school chorus. Winston Churchill failed the sixth form (grade) in school.

Probably these people were identified as low achievers in school or as misfits on their job because of problems of relevance![1]

Who are the Gifted? Gifted students may be defined as those students who consistently excel or show the potential to consistently excel above the average in one or more of the following areas of human endeavor:

1. General Intellectual Ability:
   The student possessing general intellectual ability is consistently superior to that of other students in the school.
2. Specific Academic Aptitude:
   The student possessing a specific academic aptitude is that student who has aptitude in a specific subject area that is consistently superior to the aptitudes of the other students in the school.
3. Creative Thinking:
   The creative thinking student is that student who consistently engages in divergent thinking that results in unconventional responses to conventional tasks.
4. Leadership Ability:
   The student possessing leadership ability is that student who not only assumes leadership roles, but also is accepted by others as a leader.
5. Visual and Performing Arts Ability:
   The student possessing visual and performing arts ability is that student who does consistently outstanding aesthetic production in graphic arts, sculpture, music or dance.

[1]Milton E. Larson, Rutgers University Chapter, Fort Collins, Colorado

6. Psychomotor Ability:

The student possessing psychomotor ability is that student who consistently displays outstanding mechanical skills or athletic ability.

CHAPTER II

ORGANIZATIONAL PRACTICES FOR THE CAPABLE STUDENT

There are many organizational patterns which lend themselves to more adequate means of providing for the more capable student. Several of these have become common practice within our schools and therefore perhaps not recognized as viable provisions for the more capable student. Detailed below are some alternatives in organizational practices which may be utilized.

SPECIFIC ALTERNATIVES FOR GIFTED AND TALENTED

I. SPECIAL GROUPING POSSIBILITIES

A. Special Classes. Full-time classroom, composed of highly gifted youngsters, whose needs cannot be met in the regular classroom, and other gifted youngsters. These classes may be grouped in one facility or in feeding schools, or where numbers are sufficient in individual schools. Cross grading of 4, 5, 6; 4-5, 5-6; 1, 2, 3; or 3-4, 1-2; or other combinations may be utilized.

B. Cluster Grouping. Groups of eight to fifteen gifted youngsters may be placed in a class setting. Special activities are planned for the gifted for in-depth study.

C. Homogeneous Grouping. A school system may structure one or more of its schools in terms of ability grouping. The average child receiving a balanced educational offering, the slower child receiving remedial and specialized instruction, and the gifted receiving exposure to strategies and materials that will be challenging to them. Homogeneous grouping situations can be similar to special class grouping. Homogeneous grouping, however, enables a school to group by separate areas of academic giftedness, whereas special class programs must contend with and provide for the various areas of giftedness which may exist in such a class.

II. ENRICHMENT IN THE CLASSROOM

A. Independent Study. Individualized projects or studies may be planned in the various subject matter areas which provide opportunities for the gifted student to engage in advanced study and the methodology of research. These studies may offer the student additional information or

activities in a given area and would be both horizontal and vertical enrichment.

B. Supplemental Learning Kits. Individualized materials such as the Math Lab, SRA Kits or other commercial instructional items may be made available to allow the student to pursue individual study.

C. Accelerated Subject Matter Units. These units may be provided for the gifted student in the classroom and lend themselves quite well to the higher processes of thought such as analysis, synthesis, and evaluation. Units in subject matter areas may be as widely different as a statistics unit in mathematics to characterization units in language arts. These units should also reflect the use of advanced methodologies.

D. Team Teaching for Specialized Subject Matter Study. Teachers with specific talents or knowledge may arrange their daily schedules to exchange groups of students for instructional purposes. That is, students with interests or talents in specific subject matter may meet with one teacher, while other students with interests or talent in different areas meet with other instructors. In this way, teacher talent is utilized. These co-operative arrangements may cut across grade levels as well as schools, whenever necessary to meet the needs of the students.

E. Small Group Instruction. Seminars of gifted students may be arranged to meet daily or weekly to discuss specific topics or reading materials. These seminars can be handled by volunteer resource people, teachers or a consultant. In some cases, secondary students may be utilized as enrichment leaders.

F. Lecture/Demonstrations. Resource people from the community, teachers with expertise in specific areas or consultants may provide large group experiences. These may involve the acquisition of skills such as art techniques, or experiences geared to the discussion of ideas such as simulated United Nations meetings or knowledge building, such as special guest speakers.

G. Instructional T.V. Programs may be developed which deal especially with the educational content and learning processes which appeal to gifted youngsters.

III. ACCELERATION AND ADVANCED PLACEMENT

A. Advanced Classes. Advanced subject matter offerings, including differential strategies, may be offered at both the elementary,

middle and secondary areas.

B. Early Entrance. Bright children may be placed in kindergarten before the normal entry age. Individual sections for bright students may include one half of kindergarten and one half of first grade to be followed by second grade. These children, in many cases, are reading and writing or evidencing advanced aptitude for both.

C. College Classes. Advanced placement exams may be taken by graduating seniors who may achieve sophomore standing. High school juniors and seniors may also enroll on college campuses for advanced courses which are not available in their high schools.

IV. PLACEMENT IN SPECIAL SETTINGS

A. Performing Arts Programs. Community and school resources can be combined to bring nationally known artists to a community to provide programs in the performing arts which are of exceptional quality.

B. Special Lecturers. Community resource individuals can be encouraged to give lectures which are community service and co-operatively attended by citizens and students. These individuals may be local artists, scientists, educators, etc.

C. Individual or Small Group Counseling. Opportunities for counseling may be arranged for gifted students involving personal, educational, or vocational guidance. Individuals trained in group dynamics and techniques can encourage gifted students to discuss and analyze areas of concern such as sibling rivalry, dating, problems with parents, etc.

D. Tutorials. Qualified parents, students, community volunteers and teachers may volunteer to meet on a regular basis with a student who has particular interest or need that cannot be met in the regular confines of the classroom, i.e., a computer technologist working with a junior high student interested in computer programming or a budding 4th grade poet working with a professional poet.

E. Field Trips. Supplementary field trips to areas of interest in and near the community can be an educational extension of subject matter experiences in the classroom, e.g., museums, restored period homes, art exhibits, fossil quarries, industries or technological exhibits.

F. Travel. Summer travel and weekend travel with guides may be arranged as experiences planned to extend studies in social science areas in particular. A good example would be the opportunities to travel with the

Explorer's Club to actual digs with anthropologists and archaeologists.

G. Summer School Enrichment Classes. Opportunities for self-contained classes to provide in-depth study of student selected major topics as well as the flexibility to explore new areas of interest. Interaction with master teachers and peers, volunteer experts in particular fields of interest to the student and unique exposure to the arts in various forms are especially emphasized.

SEMI-SEPARATION - INDEPENDENT STUDY

It is believed that capable students can miss up to 40% of their class time and still keep up with the class requirements. The semi-separation approach to independent study is based on the premise that capable students can have independent extensions of regular course work or even separate study experiences without serious detriment to progress and achievement in regular course requirements.

Semi-separation from the regular class requirements may occur with varying degrees of separation. There are three basic levels of separation.

1. The entire class may all be working on the same content unit. Capable students, in addition to the planned work for the entire class, may be allowed to do an in-depth study of some portion of the unit which is of special interest to him/her.
2. The entire class may be working on the same content unit while the capable student is allowed to study in-depth an area which has no relation to the unit being studied. This would be in addition to his/her responsibilities for the unit under study by the class.
3. The entire class may be doing individual contract learning in various areas of science or individual and independent research on some aspect of a common unit of study.

Entire Class With Provision For Directly Related Special Interest

Teachers may wish to provide common experiences for their group early in the school year while they are beginning to learn some of the background, interests and abilities of individual members.

Common experiences may also be provided as they begin a study which is new and different to almost all of the children. It would be helpful to introduce the material to all and to discuss their present information on the topic. Under the heading of "We Know," placed on the chalkboard, teachers could list concepts, facts and understandings already known by the class. This would be followed by a "We Want to Know", listing areas where there is a lack of basic information on the unit of study. From this list, the class can plan the unit of study. Some of the questions or problem areas may be studied by all members of the class, while the more capable engage in independent study and research of topics of special interest to them.

A wide range of resources are needed for this, or any other approach which involves independent study. The I.M.C. must be open to students at any hour of the day. Multiple texts must also be available to all students.

Students with special interests or topics continue to participate in the classwork, but teachers make it possible for them to spend some time in the school day in pursuit of individual interests; a semi-separation from the normal work of the class.

Entire Class With Provisions For Unrelated Special Interest

Independent work unrelated to classwork probably functions most easily and satisfactorily in classrooms where time is set aside each day or week for every child to pursue work of his own choice. This is a time for each child to work on something that he enjoys doing. It is a busy time, but also a relaxed time - free of pressure and tensions.

Students who have special interests in any area may choose this time to work independently or to join with others in small groups. This special interest may be an outgrowth of a stimulus from a television program, something the student has read, or perhaps, discussion with others or observation of their work. For example, a student whose older brother has made an electric motor may also wish to have one. He has been able to interest several of his classmates in building electric motors. Together they have collected

diagrams, directions, and materials with which to work. Each student decides which motor he wishes to make and all begin to work. When one has trouble, the others help. In the end, each will have his own motor. From such an experience, some of the students may go on to design their own motors.

The kinds of things that might be done will vary greatly. Not all students will deal with science topics. But those with special interests in science will have an opportunity to study in the area of their choice. A student working in this kind of program has not set limit on scope, depth, or the number of weeks on a given topic. The nature of the projects is limited only by the interests of the students and the practical problem of space and material.

This kind of program has much to offer if the teacher and the students can improvise and adapt available materials to fit their needs and can accumulate printed materials that cover a wide range of topics. Students with widely different interests and ability can work in a way that is satisfying to each. In this, there need be no comparison of ability. It is often true in such work that a student who is slow in most academic work, as well as a student who is accelerated, may have a hobby or a skill that will be of interest to others.

Individualized Work With No Organized Classwork

A program in which each student in the classroom does individual work, gives the greatest possible opportunities for individual growth. It is a kind of program that many teachers are reluctant to try.

Because of the limited space and resources in most classrooms, it might be desirable to limit the area of choice for any given period of time. For example, you and your students may have decided that they would like to have experiences in the areas of plants, animals, electricity and weather. You find that the students have had some experiences in all these areas except electricity. This may mean that you will do classwork in electricity to help build a vocabulary with meaning and to give a foundation. You will follow this with work on an individual basis. Plants, animals and weather, you will try on an individualized basis because these are areas in which your students have had some basic work. They are very broad areas and you could

not begin to cover all this is important. All students are not equally interested in all parts of any of the areas, and there are enough resource materials available for independent work.

Once you and the students have decided on an area and the individualized plan of study, you will need to discuss some ways of working. There will need to be some limits. One of the first of these might be on the selection of a topic for study. If you have chosen the area of plants, then each student would select some phase of plant life he was interested in studying.

Several students may select the same phase of plant life for study. In this case, they can be encouraged to use different plants and to work independently, but during the study they exchange ideas and sources of information and at the end of the study they compare their findings. Students who are capable readers should be expected to find their own reference materials. Those not so skilled in reading may be stimulated to do projects or some reading in materials at their reading level. At first they may need help to find resources. For a slow reader, it is often tiring and discouraging to locate materials. Helping these students locate materials will allow them to put their efforts into reading.

Other limits will be concerned with ways of working in the room or in other parts of the building. These should be set up cooperatively so that the need for the limits is understood and accepted. An important point is that work being done by one student must be done in such a way that it does not disrupt the work of the others.

Limits governing when a student may leave his desk depend in part on the nature of the work being done and the space that is available to work elsewhere. Rules for cleanup may need to be modified from time to time so they will be appropriate for the materials being used.

It is imperative that you find time to work with and listen to the new learnings, and to offer suggestions for additional sources of information which will come from those involved in independent study. Students who are interested in what they are doing, who have usable resources available, and who see the teacher is truly concerned with their pursuits, can develop much independence in their work. They need guidance, but much of this can be given in brief conferences, with a periodic longer conference.

Primary teachers may say, "That is fine for students who have some skill in independent reading, but what about my little ones?" Suppose you wish to give young children some experiences that will help to broaden their concepts of energy. This is a very large concept and you will need to consider the areas in which you wish to work. You may plan for the whole class to have experiences in one area, such as weather, light, or sound, or you may wish to include work in two areas of machines and magnets. In any case, in the primary grades you should be working at the experimental level. This is a level where you provide direct experiences so that each child will have as much physical contact with a phenomenon as possible. You provide for verbal expressions, but you do not work for complete understanding.

Suppose you want to work in ways that will allow each child to expand his concepts of energy. You select the area of machines and give children experiences with their own muscle energy in the use of an inclined plane and a lever. A long board with one end resting over the edge of a table and the other on the floor makes a good inclined plane or ramp. Here the children learn through experience that it is easier to roll their loads up a ramp than to lift the load to the top of the table. Some of the children may find experimentally that they can slide some heavy things up the ramp which they cannot lift to the top of the ramp. Some children will use correct terms such as ramp or inclined plane while others will simply call it a board.

In this manipulation of materials, children are each given an opportunity to learn through experiences, two ways to do a thing. You will have provided experiences which have helped each child to build his own concepts of his own muscle energy.

Developmental Approach to Semi-Separation

As with most other learning tasks, the approach to the utilization of the semi-separation method of independent study requires a planned approach. Initial attempts should be on a limited basis and with regard to the type of student(s) who will be encouraged to participate. The following chart describes the various types of students who would be capable of semi-separation work and the type of work each would pursue, along with student and teacher roles.

DEVELOPMENTAL APPROACH TO INDEPENDENT STUDY

TYPE OF STUDENT	TYPE OF WORK	STUDENT ROLE	TEACHER ROLE
I. Student who can work alone for a period of time without teacher help.	Individualized work such as in Math or in some other subject area.	Work on Assigned task. Present completed assignment in written or verbal form.	Explain task. Evaluate task.
II. Student who understands basic concepts in a particular unit before the majority of the class.	Accelerate within unit through student interest or assignment of report where research is required. Contract approach useful.	Pursue interest within unit. Bring in additional information to supplement class activities. Present material in a planned and interesting manner verbally and/or display.	Encourage students to pursue interest within the unit. Encourage the students to share additional information with class. Provide time for student. Help student evaluate his supplementary work on a one-to-one basis.

TYPE OF STUDENT	TYPE OF WORK	STUDENT ROLE	TEACHER ROLE
III. Students who have had success at Level II and show a high degree of self-motivation.	Student interest projects do not have to be related to a particular subject area. Contract approach appropriate at this level.	To determine his interest topic, select an advisor, set his goals, determine evaluation criteria and whom he wishes to evaluate him. Present material in an organized, interesting manner. Accept evaluation of data.	Encourage students to follow own ideas. Assist student in finding sufficient resources. Help student set own criteria. Help student interpret evaluation date.
IV. Student who has shown success working at Level III. Able to work at his own pace in a particular curriculum area or areas. A degree of self-motivation. Able to set his own goals. Able to evaluate himself. Able to plan his work and his day and carry out his own plans.	Student is responsible to determine his own curriculum in one or more subject areas. Contract approach necessary at this level.	Set his own objectives and goals. Evaluate his own progress according to self-made goals and criteria. Study in depth at least one subject.	Help student interpret evaluation data. Allow student to fail. Encourage student to try again. Help student set reasonable goals.

Independent Work Contracts

Accountability for semi-separation work, whether independent or small groups, must be a major concern for the teacher. To allow students to pursue independent study without thorough planning and some means to monitor progress and evaluate the process will quickly convince the teacher that independent study leads to poor study habits and confusion.

The independent work contract is a means by which accountability can be built in to this means of study. Contracts vary in their degree of specificity, depending on the kinds of structure needed by the student or desired by the teacher. Contracts can and should be drawn up by the student and teacher - cooperatively determining goals, objectives, processes, responsibilities and time constraints. The contract becomes a tangible agreement between the teacher and student. Copies should be made, signed and in the possession of teacher and student.

The following pages contains samples of contract forms which can be used or serve as a basis for some modified form.

Example A

COMMITTEE INDEPENDENT STUDY CONTRACT

Chairman's Name _____

Title of Study Government -- Nixon's Cabinet

Estimated Completion Date March 1, 1969

Project Adviser's Name Mrs. Gordon Engle

Listed are all the main questions (or ideas) that we plan to explore.

We plan to out the following information on each member of President Elect Nixon's Cabinet:*

1. Background
   - A. Political
   - B. Experience other than political
   - C. Early Life
   - D. Required background

II. Responsibility of each office and how the total Cabinet functions

III. Other people's opinions about these men

* List of Cabinet Members

Listed are all the sources of information we plan to use.

1. Newspapers - Magazines
2. Library
3. Write to "TRACE" for addresses of men
4. Letters to Appointees - ask for pictures
5. Write to people who might know appointees
6. Letters to newsmen
7. TV and Radio - News

We will present our study the following manner:

Written Report

Oral Presentation

(Might include such other means as models, murals, projects, plays, panels, etc.)

We want our study evaluated by this set of criteria.

WRITTEN	ORAL
1. Interesting to reader	1. Well Planned
2. Informative	2. Voice - Volume
3. Neatness	3. Voice - enunciation
4. Sources of Information (Bibliog.)	4. Voice - grammar
5. Organization -	5. Organization
	6. Visual Aides

We will compile the results of the evaluation of our study and file them for future reference and use.

Steven M. Dorsey
Student's Signature

Mrs. Gordon Engle
Project Adviser's Signature

January 8, 1969
Date

Example B

PROJECT STUDY SHEET

NAME_____ Homeroom _____

Project Title: _____

Date Approved: _____

Completion Date: _____

QUESTIONS:

A. What is the purpose of your Project?_____

_____ _____

_____

B. How does your Project relate to school and class? (What class or subject does your Project relate to?)

_____

_____

C. How will you go about gathering information, resources; and studying for your topic or Project? List the steps and/or procedures used to complete your project.

_____

_____

_____

D. What will the final end result of your Project produce? To be written in words which are measurable and observable. Be Specific.

_____

_____

_____

E. What needs to happen in order for you to feel that your Project is successful? (e.g. number of pages, minimum % of class participation, list of questions your study hopes to ask or answer.) Be Specific.

_____

_____

F. Please schedule a conference for Project approval with me soon!!!

Example C

INDEPENDENT STUDY CONTRACT

Name of Student_____Title of Study_____

Estimated Completion Date_____

Listed are the main questions (or ideas) I plan to explore:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Listed are the sources of information I plan to use:

_____

_____

_____

_____

_____

_____

_____

_____

I will present my study in _____ (place and format)

I want my study evaluated by this set of criteria:

WRITTEN	ORAL

I will compile the results of the evaluation of my study and file them for future reference and use.

_____
Student's Signature

_____
Project Advisor's Signature

_____
Date

Example D

CONTRACT AGREEMENT FOR INDEPENDENT STUDY

Title and Description of Project: _____

_____

_____

_____

_____

Proposed Areas of Exploration:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Areas and Sources of Information Planned by Student:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Student Criteria of Evaluation:

Written Project	Oral Project
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

Student's Signature _____

_____

_____

Course Advisor's Signature _____

_____

Date of Contract Agreement _____

_____

Example E

INDEPENDENT STUDY PROJECT-LEARNING CENTER

Name_____ Date_____

Name of subject-area teacher_____

Which periods are you likely to use the center_____

General subject area of work_____

What questions can you ask regarding subject area or problem_____

_____

_____

What steps do you plan to follow in attacking your subject area or problem_____

_____

_____

THIS AREA SHOULD BE FILLED OUT AS YOU WORK ON YOUR PROJECT

What special equipment, if any, do you need_____

What special books or other materials, if any, would you like to request_____

_____

Will you need assistance_____

For what purpose_____

Expected date of completion_____

Example F

EVALUATION OF STUDENT PROGRESS-LEARNING CENTER

Student's Name_____

Home Room Teacher_____

Please circle the capacity for independent study which the above-named student appears to have:

Low Fair Average Good Superior

Please circle the term below best describing this student's area of greatest weakness.

1. Self-responsibility
2. Academic achievement
3. Creative achievement
4. Personality (social adjustment)
5. Other_____

(if "other" please describe)

Additional comments:

Example G

EVALUATION OF STUDENT PROGRESS-DISCOVERY CENTER

STUDENT_____

DISCOVERY CENTER DIRECTOR_____

TYPE OF EXPERIENCE_____

_____

_____

It is important to note the student is rated in comparison to his potential only. It is NOT based on any group norms.

RATING SCALE

1. Student has demonstrated above-average progress when compared with his perception of self.
2. Student has demonstrated average progress when compared with his perception of self.
3. Student has demonstrated below-average progress when compared with his perception of self.
4. Does not apply to this situation.

ATTITUDE

_____ Shows consideration toward others.

_____ Cooperates with Discovery Center procedures and routines.

_____ Shows friendliness toward peers.

_____ Shows interest in the subject.

PARTICIPATION

_____ Handles Discovery Center materials and supplies carefully.

_____ Fulfills responsibility for cleaning work areas.

_____ Uses Discovery Center time effectively.

_____ Works well without direction supervision.

_____ Cooperates effectively with others in group work.

_____ Shows creativity and originality in own work.

_____ Shows leadership.

_____ Shows perceptive, logical thought-patterns.

_____ Shows responsibility in contacting teachers to obtain relevant information.

_____ Shows a willingness to question or disagree.

_____ Plans work effectively.

_____ Works carefully.

_____ Carries work to completion.

_____ Critically examines his own work and the work of others.

_____ Shows ability to speak effectively.

_____ Seeks help from Discovery Center personnel when needed.

_____ Brings needed materials.

PROBLEM SOLVING TECHNIQUES

_____ Recognizes and defines a problem.

_____ Asks questions to further define the problem.

_____ Makes tentative hypothesis regarding the topic.

_____ Plans a procedure for dealing with the problem. He sees possible results and probable modes of attack in setting up his hypothesis. If an experiment, he defines his system for measuring.

_____ Collects data. (Type of resources used in collecting the data is found below.)

____Interview

____Survey

____Experimentation

____Correspondence

____Audio visual materials

____Written materials

____Volunteer pool

____Other_____

_____ Records data. The student tabulates data. He charts, works systematically, and records completely.

_____ Organizes data. The student orders his data in a meaningful way. He establishes a system for ordering his data depending on his purpose. He arranges the data.

THE STUDENT ANALYZES THE DATA

_____ He reevaluates his techniques to check the accuracy and validity of his data.

_____ He compares his data by noticing how things are alike, by looking for similarities, and by noticing identical features.

_____ The student contrasts by noticing how things differ, by looking for dissimilarities, and by noticing unlike features.

_____ The student classifies by identifying categories, i.e., putting things into groups and sub-groups.

_____ The student sees cause-and-effect relationships.

_____ The student sees new implications and locates new problems.

_____ The student designs a new problem, new approach, new device, and new system.

WRITING SKILLS (If project is written)

_____ Completes his work in a legible manner.

_____ Includes a bibliography of resources used.

_____ Uses acceptable grammar and spelling in his work.

Example H

STUDENT CONTRACT STATUS REPORT

Name_____ Grade_____

Date of initial contract_____

Option for first marking period_____

Option for second marking period_____

Option for third marking period_____

Option for fourth marking period_____

Letter sent home on plan_____

Comment received_____

_____

Letter sent home on evaluation_____

Comment received_____

Date of project initiation -- first marking period_____

Date of project initiation -- second marking period_____

Date of project initiation -- third marking period_____

Date of project initiation -- fourth marking period_____

Contacts with subject-area teachers

_____

_____

Date of project completion -- first marking period_____

Date of project completion -- second marking period_____

Date of project completion -- third marking period_____

Date of project completion -- fourth marking period_____

Evaluation comments_____

CHAPTER III

CLASSROOM PRACTICES

Among the specific alternatives for capable student programs, classroom enrichment affords the best means by which the individual differences and needs of all students can be met. The following suggestions for instructional practices are general in nature and reflect those characteristics of the capable student which necessitate qualitatively different experiences.

1. Characteristic: Gifted children learn faster than the average child.

Teaching Suggestions: Because of their rapid learning, they require less repetition to learn the same material. If a gifted child takes his first-grade reader home some night and finishes it, he should not be required to go over it page by page with the rest of the class but should be allowed to go ahead with supplementary reading, even though the teacher must take precautions to see that he has actually acquired the necessary learning she expects from the basic reader.

Gifted children do need drill on some things, but usually less of it. Not having had to go through endless drill in order to learn things, they are often impatient with excessive drill on mechanical operations such as arithmetic computation facts. They prefer problem-solving exercises to mechanical drill periods. They would usually prefer to figure out why 7 and 8 are 15 than to memorize 7 + 8 = 15. They tend to learn rationally rather than by sheer memory and sometimes need to be helped to appreciate the efficiency acquired by learning some things automatically, even though that entails the boring task of repetitive memorizing of facts and tables of numbers. Often the drill can be concealed in assignments which have a meaningful appeal. In learning number facts, for instance, some of the drill may take the form of finding out how many ways 10 may be broken up, or playing games which require number combinations.

2. Characteristics: The reasoning ability of gifted children is superior to that of other children.

Teaching Suggestions: The fact that they see relationships and grasp ideas more readily, wonderful as this is, creates certain pitfalls for the teacher. The child often demands an explanation and a reason which goes

into greater detail than the teacher is able to give or is ready to present to the rest of the class. Gifted children would like to be able to reason problems through and understand them, and the teacher must be prepared to help them do so.

The inverse situation is also true at times, when the gifted child must be helped to analyze the steps by which he arrived at a certain result or conclusion. His reasoning ability is sometimes so quick that he derives an answer without going through the routine steps required by the average child. This is particularly the case in some arithmetical problems. The child sometimes needs help in analyzing the thinking process and understanding a routine when he has to apply it later to more complicated situations.

The gifted child's ability to perceive relationships quickly makes it possible for him to complete assignments faster than the other children. He may finish in ten minutes what he is allowed thirty minutes to do. Teachers should be on alert and see that he is not permitted to just sit or get into mischief and distract others.

His reasoning ability creates greater depth of understanding. He is often able to delve deeper into problems, is able to sense more subtle relationships, and comes up with conclusions and generalizations beyond those expected of a child of his age. This trait should not be overlooked but fostered and developed.

3. Characteristics: Gifted children usually have a large vocabulary.

Teaching Suggestions: Even though the vocabulary used by these children is above the comprehension of the rest of the class, gifted children should be given an opportunity to express themselves, particularly in writing, in reports, and in explanation and discussion in the classroom. One of the goals for their development can be to learn how to say the same thing in simpler terms, to be sensitive to what the rest of the class can understand. As an example, the child might be asked to explain what he has said to a younger child. The gifted child who tends to monopolize the class discussions should be helped to put himself in other people's shoes in order to be more sensitive to those around him.

4. Characteristic: The gifted child has a broad fund of information.

Teaching Suggestions: Because of his keen memory and ability to relate and retain information, he may be expected to know more than other children. One teacher complained, "This child brings many facts which are not explained in the textbook. I don't know where he gets them." She was not prepared to handle this additional information. Because the child had read and remembered a great

deal, he did not stick to the assigned textbook but covered the topic in a much broader way, disconcerting the teacher, who wanted the class to learn a particular lesson in a particular textbook. The teacher should encourage such broader approaches, although it may mean some additional homework for herself.

5. Characteristic: The gifted child has an insatiable curiosity.

Teaching Suggestions: Because he is fascinated with imaginative activities, is interested in science, wants to know the whys and wherefores of many things, the instructional procedure for this child is, not to try to keep him from delving into new problems, but to utilize this curiosity as a motivating factor in further study.

6. Characteristic: The gifted child has a wide range of interests.

Teaching Suggestions: Because he often has an intense drive, particularly in intellectual pursuits, it is sometimes difficult to get him to put aside what he has begun in order to follow the class routine. The way to handle this depends on the rigidity of the class organization. Sometimes the routine lesson of the class period is not necessary nor applicable to the more advanced child. If the teacher expects each child to complete identical assignments, whether or not they are of value to all, she may have difficulty with her gifted children. But if individual interest can be utilized to develop the tools and abilities, the gifted child may be able to "kill two birds with one stone." The task of the teacher here is to relate the interests to the developmental area. A particular child who has already mastered a certain technique can be excused from a routine assignment and allowed to take up some other interest. There are times, of course, when routine tasks must be accomplished before more appealing activities are pursued.

7. Characteristic: Gifted children are usually socially adjusted and popular with other children.

Teaching Suggestions: Although these children are usually not odd or maladjusted (as believed by some in the past) they may be made that way if their creative abilities, deviant behavior, and lack of conformity are dampened. They may develop a self-concept of being eccentric and different and then attempt to isolate themselves from the group. Teachers can assist in fostering a worthwhile self-concept in children who have these bents.

8. Characteristic: The gifted child may be critical and dissatisfied with his own achievement.

Teaching Suggestions: Auto-criticism is an asset, provided the individual does not become critical of everything he does and ceases to produce because he cannot be satisfied with his own production. Teachers should watch for marked

auto-criticism and should help the child to become satisfied with what he can do at each particular stage of development.

9. Characteristic: Gifted children are usually observant.

Teaching Suggestions: Advantage should be taken of their ability to perceive things to which other children are often oblivious. Since these children tend to grasp more phenomena from a particular experience, they should be encouraged to interrelate them and correlate them with other experiences. Taking advantage of this tendency, teachers may be able to allow them to go beyond the class in some assignments, or the child may be allowed to do a special study assignment on some experience.

10. Characteristic: Many gifted children show creative abilities.

Teaching Suggestions: Divergent suggestions should be received with respect, and the child should be helped to evaluate the applicability of his own suggestions to the situation at hand. It sometimes requires considerable flexibility and creativity on the part of the teacher to transform wild suggestion into valid ones, but the teacher should try to find what value or applicability there may be in the divergent suggestion and recognize that the divergent suggestion is the child's own attempt to find a valid suggestion.

Producing creative ideas is an asset that should be cultivated. Torrance (1967) has suggested a number of ways of doing this. These include: (1) encouraging and reinforcing self-initiated learning on the part of pupils, (2) permitting children to learn on their own, without being given assignment, (3) learning through a responsive environment, in which gifted children's curiosity propels them to learn, (4) revising our concepts of readiness such as requiring the child to wait until a certain age to study specific content, (5) assisting them to search for and develop their uniqueness. Torrance (1962) has also described and illustrated numerous teaching skills that can be used by teachers to facilitate creative growth.

Reprinted from the book, "Educating Exceptional Children," Chapter Four - The Intellectually Gifted Child, Samuel A. Kirk.

SPECIFIC IDEAS

The following specific ideas for classroom enrichment are based on the actual experiences of classroom teachers. The ideas have not been categorized by grade level so that teachers may examine an idea and modify it to suit their teaching level.

Extra Interest Projects: Capable students may be given the opportunity to pursue interest projects which may or may not be related to units of study. These can be worked on during free time in school, or outside of school time. The opportunity to share projects with classmates should be given.

Questioning Techniques: The more capable student is directed questions which reflect the upper levels of the cognitive thought process, i.e., questions which require interpretation, relationships, application of information to new situations, analysis, synthesis and evaluation. Simple memory, recall and low level interpretation questions can be directed to the less able student. A strong familiarity with the the taxonomy of questioning is essential for the teacher to be able to implement this practice for the more capable student.

Enrichment Games and Exercises: Learning centers and interest centers may be constructed wherein more challenging experiences are presented to the student. Unused science kits may be set up for the science oriented student. Math teasers and complicated problems can be presented in a math learning or interest center. Creative writing, art, music, or other interest area centers can be constructed for the individual talents of the more capable student. Shoebox science projects can be checked out of the classroom or I.M.C. and taken home overnight.

Panel Discussions: Panel discussions and/or debates provide an excellent opportunity for the more capable student to have a mentally stimulating interaction with peers. Teachers at the upper elementary level can introduce debate procedures and have debate teams which can compete against other elementary schools in the same manner as intramural sports.

Altering Historical Fact: Teachers in the upper grades can alter a historical event and encourage the students to deduce or speculate on the outcome of history. This activity is an excellent means by which divergent thinking can be conducted.

Chess Tournaments: Chess is known to be a game which requires much thought and patience. This is an excellent free time activity for the classroom. Some schools have set up chess teams and conducted intra-school matches.

School Newspaper: A school newspaper with students serving in all the roles of a newspaper staff provides a means to encourage and give opportunities for language experiences. It provides a means by which creative writing can be shared with other students. Interviewing techniques, editing, proof-

reading and other skills related to the newspaper production provide challenging opportunities for the language oriented capable student.

Junior Toastmaster's Club: Fifteen minutes per day or longer periods per week in conducting a Junior Toastmaster's Club provides an excellent means to develop oral skills. Local Toastmasters would be a resource to contact for the mechanics of the club. The Toastmaster's Club provides an opportunity for all students to research, organize and present a talk on some topics of interest.

Advanced Placement: Students who show mastery of reading or math skills for their grade level may be placed into advanced groups at a different grade level. Kindergarteners, who are already reading, may join a first grade reading group if all factors warrant such advanced placement. This same procedure could apply throughout the elementary grades where there is evidence the child has mastered all requisite skills for advanced placement.

Library Corners: In addition to interest centers and learning centers, a library corner in the room may be established to afford the opportunity for free time reading. Students can be given the opportunity to read stories to the class or make a report on their stories if they desire.

Math Contracts: The contract approach to independent learning is detailed elsewhere in this guide. Math contracts provide a means by which one or a few more capable students can advance at a rate commmensurate with their ability.

Independent Research: The semi-separation concept which involves independent research is detailed elsewhere in this guide. Independent research projects in science and social studies may be selected by interested students. Independent research reports should be written at the upper grade levels and in the format described in district's, "A Guide to the Preparation of Written Reports for Upper Elementary Students."

Linguistic Morphology: Gifted students in reading, spelling or language could be given the opportunity to dissect words and unlock the meaning of word parts. Using an etymological approach, students will find it challenging to discover the origin and historical development of a word. This activity can be an enriching approach to spelling words and/or new vocabulary words in reading or other content areas.

Student Teaching: Academically gifted students can be used as teachers to groups of students at or below their grade level. Gifted science students can be given a primary grade science concept or principle and then develop

a demonstration, experiment or presentation to teach the concept or principle to a class of primary students.

Language Experience: Early readers at the kindergarten or first grade level can be given language experience opportunities wherein they use a tape recorder to record their own stories. These can be typed or placed on a chart for the child to read to the class.

Creative Toys: Tinkertoys or similar toys or games which provide opportunities for creativity should be considered for kindergarten free play or free choice activities.

Child Of The Week: Each child is given the opportunity to create a bulletin board featuring the child. A picture of the child for the focal point and the child can use any creative ideas to highlight him/her.

Creative Writing: Creative writing sessions may be structured so as to provide a specific time each week to allow for creative writing. Patterned after the U.S.S.R. concept in reading, the entire building is involved at a specific time. The products of these writing periods can be shared throughout the building.

Circle Discussion: To encourage divergent thinking, the circle discussion format can be utilized with the groups responding to ways to solve a problem. Problems can be real and part of classroom studies or they can be real and of world or national scope. The main objective is to accept all ideas and encourage divergent thinking. Real classroom or building problems solutions can be modified, accepted and tried.

Story Rewrite: Take a reading story and encourage students to rewrite it into a science fiction story one hundred years in the future.

Crossword Puzzles: Students can create their own crossword puzzles from spelling or other content area vocabulary lists.

Playwriting: Students can be given the opportunity to create plays, radio programs or television programs and present them to the class or other classes in the building.

Poetry Anthology: All poetry or other forms of creative writing can be collected into individual or class anthologies. Students with artistic ability can illustrate the writing of the other students.

Newswriters: Place bi-lines or headlines on the chalkboard and have the students write the article in their own style, not necessarily that of a newsman.

Student Council: Establish a building student council with classroom

representatives on the council. Council representatives represent the concerns of their rooms and engage in problem solving activities at the council level.

Learning Center Leaders: Individual students can become learning center leaders in which they explain and manage learning centers in the room. Students can also be given the task of devising their own learning centers for the room, once the concept of the learning center is learned.

Peer Tutoring: Gifted students can gain much by way of effective learning by working with the slow learner in the classroom. Devising new ways to get across a skill or concept can challenge the most able student.

Safety Patrol: The safety patrol affords an excellent opportunity for the development of and exercise of leadership skills. Patrol meetings conducted by a concerned and interested teacher can be most effective in encouraging good leadership traits.

Songwriting: Using existing tunes, encourage the students to write new lyrics for the tune. Given lyrics, have the students compose a tune for the lyrics.

Talent Shows: Have the students prepare and put on talent shows periodically throughout the year. Leadership and talent can be fostered through this activity.

Authoring Books: Have the capable student write original stories or rewrite stories using vocabulary which can be read by primary grade children. Stories can be illustrated and simply bound and placed into primary rooms. Students can give an oral presentation to primary students prior to leaving the books.

What if.....?

The following events happened and are written about in our history books:

1. The colonists won the American Revolution.
2. The North won the Civil War.
3. We bought Alaska in 1867.
4. The Louisiana Territory was bought in 1803.

But, what if .....?

1. The colonists had lost the American Revolution?
2. The South had won the Civil War?

3. Russia still owned Alaska?

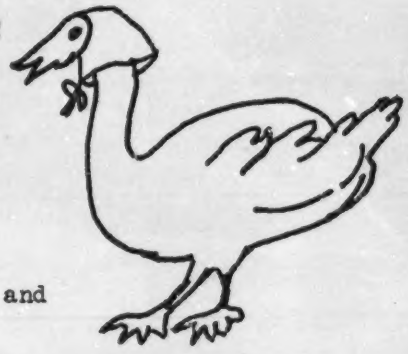
4. France still owned the Louisiana Territory?

Choose one of these "ifs" and prepare a presentation for the class telling what it would be like for us today. Encourage the class to add their ideas to yours.

Up-date On Mother Goose

Some people think that some of the Mother Goose rhymes have more meaning than we realize. For example, "London Bridge Is Falling Down" may recall an actual event when the Norsemen invaded England. Or, "Ring-a-ring-a-roses" may have started at the time of the great plague when many people died of the sickness.

Take a trip to the public library and find out about some of the most common nursery rhymes. You may be surprised!



Check out -

"Ride a Cockhorse to Banbury Cross"

"Jack Be Nimble"

"Wee Willie Winkie"

"Mary, Mary, Quite Contrary"

Look for the The Annotated Mother Goose by William and Ceil Gould.

Saving Our Past

There are many interesting old buildings in the United States like the Grand Opera House in Wilmington, Delaware. The front of this building is made of iron although it looks like stone, and it is one of three left in the whole country.

Find out about these buildings. A good way to start would be to write a letter asking to interview someone on the committee who is working to restore it.

Your teacher or librarian will help you find other information.

Other projects:

Flatiron buildings

The first skyscrapers (Where?)

Hexagonal schoolhouse

Frank Lloyd Wright, architect

Solar houses

Lighthouses

The Queen Mary, floating hotel

Cartoons That Comment

Some cartoons do more than entertain. Look on the editorial page of your local newspaper and in news magazines like Time or Newsweek for cartoons that carry a message. Collect several and make up questions to help your classmates understand these cartoons.

For example:

What has the cartoonist shown?

What news event does this comment on?

Is there a play on words? Explain.

Can You Be Influenced?

A great amount of time and money is spent trying to get you to buy certain products or services. Try to find examples in newspapers, magazines or on TV of the following "appeals" used in advertising:

1. Repetition - (example, some singing commercials)
2. Selling words - (sometimes patriotic)
3. Special mood - (family seated around dinner table, nature setting)
4. What's new? - (Be the first to own _____)
5. Just plain folks - (simple, kindly, trustworthy types)
6. Wanting to belong - (Everyone uses _____)
7. Endorsements by well-known people.
8. Statistics approach - (7 out 10 use _____)
9. Humorous - (get your attention, put you in a good mood)
10. Public image - (you feel this company really cares)

Try to get one or two examples of each kind of appeal and make a scrapbook to share with your class. Write some ads of this kind of your own to include.

Who's Who?

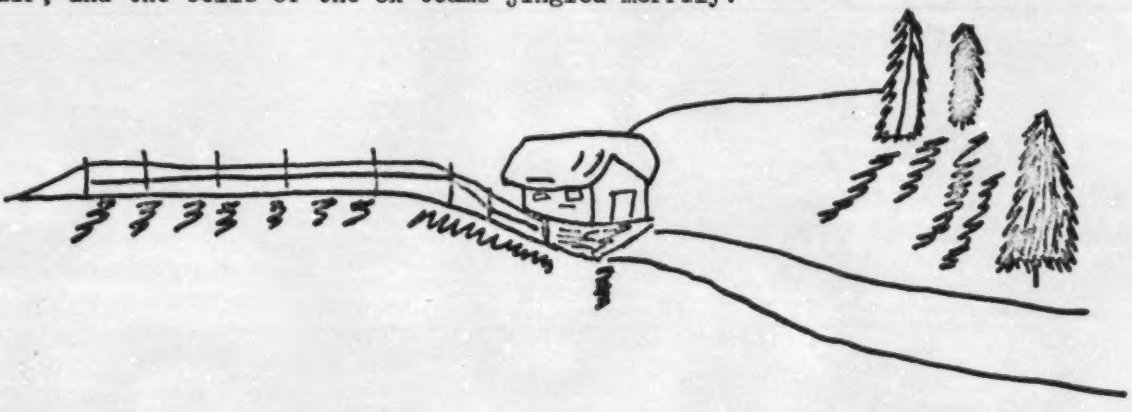
Find out what you can about these famous people -- Thomas A. Edison, Admiral Byrd, Florence Nightingale, John Paul Jones, Joan of Arc, and Daniel Boone. Here are a few clues:

1. One of them took part in a daring raid on the English coast.
2. One of them lived in New Jersey and Ft. Myers, Florida.
3. One of them took part in the Crimean War.
4. Two of them were explorers.
5. One of them led an army.

Make a world map and show where each of these people did the things that made them famous. Write a short paragraph about each one -- be sure to explain the clues! Add people to your map as you wish and make up clues for your friends.

Draw A Picture To Illustrate This Word Picture.

As the sun rose higher in the southern sky, the snow sparkled in the sunlight, and for every cabin and tree and fence post there was a long, blue-black shadow. The roofs of the cabins were rounded with snow. The branches of the trees snapped in the cold, frosty air, and the bells of the ox teams jingled merrily.



Bring 'Em Back Alive!

You have just been given a chance to meet a character from one of your favorite books. What would the meeting be like? Where would it take place? What would you talk about?

Write a description of your imaginary meeting or tape record an interview with a friend who likes the same book -- one of you can pretend to be the character and the other can be a TV talk show host.

Treasure Hunt

A long time ago there really were pirates -- both men and women. Find out about a real pirate and report to your class. A map showing where your pirate roamed would add interest to your talk.

Find out the difference between pirates and privateers. Give some examples of each and tell what they did.

Sensible Syllogisms

A syllogism is a form of reasoning in which two statements are made from which a logical conclusion can be drawn. For example:

All mammals have warm blood.
Whales are mammals.
Therefore, whales have warm blood.

OR

Monkeys eat bananas.
This animal is a monkey.
It will probably eat bananas.

Make up two syllogisms of your own. Be sure your conclusion makes sense.

Silly Syllogisms

If your reasoning is faulty or you start with a false statement or you let your feelings affect your judgment, you will end up with a silly syllogism. For example:

Whales have warm blood.
I have warm blood.

Therefore I am a whale.

OR

All Westerns are good.

This movie is a Western.

Therefore, it's certain to be good.

OR

Jim and Jerry were in a fight.

I like Jim.

Therefore, it must have been Jerry's fault.

Make up two silly syllogisms.

To The Teacher: It's wise to do a few sensible syllogisms before embarking on silly ones!

The Time Machine

Somewhere in your world, there's a magic clock. As you look at it, time will flow backwards and you will find yourself sitting at a small dining table opposite Benjamin Franklin. The city is Philadelphia.

Your task, should you decide to accept it, is to find out all you can about Benjamin Franklin. What kind of man was he? What were his interests? There are several books you can read about him besides checking the encyclopedias.

1. Make a list of at least 20 questions you think he might ask.
2. Plan a short talk to bring him up-to-date on U. S. history. Be sure to include major achievements by people, how the Constitution is working, how the land area of the U. S. has grown, wars, and anything else you think would interest him.

Remember one thing - you have just the time it takes to dine with Franklin to tell as much as you can. At the end of that time, the magic clock will return you to the present. We'll be awaiting your account with great anticipation. (This project will take several weeks.)

Be A Loser!

It's been said that history is written by the winners, but

many sensible people have been losers, too. Try to put yourself in their shoes as you do this activity.

Many people remained loyal to England during the American Revolution. Pretend you were one of them. Write a letter to your cousin in London and tell -

1. Why you think the revolution is wrong.
2. How people in favor of it are acting towards you.
3. What you and your family will do if the colonists win.

Go Into Business!

The symbol a company designs to put on their products, equipment, and stationery is called a logo. You will find many examples you can collect in magazine ads.

Invent a new product or service people need. Describe it and design a logo to put at the top of your paper.

Scheduled Pursuit Time: Allow a minimum of thirty minutes a week during which all students will work on a topic or project of their desire. Students can enter into a contract with the teacher and specify what will be done, how it will be done and how the results will be shared.

Additional Sample Activities to Use With Gifted Students

MATH

1. Compute the cost of electricity for the school by comparing meter readings and company rates.
2. Assist in tabulating average daily attendance.
3. Determine which of several classrooms contains the largest floor area.
4. Using the newspaper, compute savings at "bargain day" sales.

SOCIAL STUDIES

1. Write letters to the editor concerning current events.
2. Conduct a "Gallop Poll" on a controversial issue.

3. Organize a class council.
4. Create a newspaper front page.

SCIENCE

1. Create a pollution collage (negative & positive),
2. Make something useful from junk.
3. Write a class science book using the science book's table of contents.
4. Design a master plan for settling on the moon.

LANGUAGE ARTS

1. Given 2 acts of a 3 act play, write the script for the 3rd act, scenery, props, characters, present the play.
2. Select a "Greeting Card Creator" for holidays, birthdays for the family, friends, faculty.
3. Write low level vocabulary stories for another grade level and illustrate.
4. Classification poster or collage with a particular heading.

LEADERSHIP - DECISION MAKING

1. Give the group a ball. Invent a new game, with rules and a name. Demonstrate.
2. You are limited to 6 hours of TV per week. As a group, decide which programs to watch.
3. You have $100 to spend on your classroom. As a group, decide what you would buy. How much would each item cost?
4. You have a list of 10 famous people you can meet. As a group, decide which 5 you would like to meet.

CREATIVE THINKING

1. What are the consequences of being 10 feet tall?
2. Draw signs to inform people - without using words -
   Do Not Feed The Animals No Smoking
   Quiet: Hospital Zone Don't Walk On The Grass
3. Using a pattern, hold the pattern in all different directions; think of all the things that this could be a picture of. Draw pictures, tell or write a story.

4. Draw pictures or collage - friendship, love, hate, goodness, badness, power, fear, sleep, smartness.

MISCELLANEOUS

1. Students create and teach a metrics unit.
2. Write a newsletter to go to parents.
3. Plan and design the interior of a log cabin.
4. Record different sounds, combine and make musical compositions.
5. Pantomime part of a book for a book report.
6. If you have read a book which could be correlated with a map, (as in location of chronological events) draw the map with explanations of the various points of interest.

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For a more thorough description of activities and teaching ideas to meet the needs of the gifted, teachers are urged to consult the book, "Rx for Gifted" which is a manual of prescriptive education for the gifted learner.

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